

## Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

*Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).*

1. Your name: Kate Turpen Block #: 1
2. For what project did you make your digital story? Student Sample
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? I had done an iMovie about 'Bleeding Kansas' for my pre-Civil War Unit. I showed perspectives from both the abolitionist and slave holder sides of 'Bleeding Kansas'. I showed real people from that time, real events, and real language. The goal was for students to understand the culture in a state before the Civil War.
4. What type of story are you telling? Historical Fiction
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?  
[http://www.kimskorner4teachertalk.com/readingliterature/genres/historical/Historical\\_Fiction\\_Elements.pdf](http://www.kimskorner4teachertalk.com/readingliterature/genres/historical/Historical_Fiction_Elements.pdf)
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?  
They could have created a Glogster showing the culture of a specific state. I choose Kansas, due to both the North and South having cultures in the state.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) The iMovie that I used helped visual, kinesthetic, and interpersonal learners. I could use slang, accents, real-world people, and could create an overall more interesting product. The Glogster would also have elements that the iMovie had. I could use text, pictures, and video to convey my content; but I believe it would not be as engaging. The idea was that students could engage with others when creating this product; they had to talk and work together to create a cohesive iMovie. A Glogster would not necessarily use as much teamwork, students can send each other text that they used. I think that the

iMovie is more work, both with people and in content; however the Glogster is more content based. The Glogster uses text rather than voice, so it all comes down to what students prefer and how they learn best.

8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. <i>(Copy and paste the element and its description/explanation from the source Web site.)</i>	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i>	<i>Your digital story</i> – Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i>
Form of fiction (not true)	I created a fictional main character in a fictional setting, who was the center of the story. I created Anastasia Quigley and Tharseille Thibideau (who are actually two of my ancestors who was alive in the 1800s).	The fictional aspect of this story helps engage students and helps them emotionally invest in the characters and the content.
Based on historical events	Anastasia Quigley went to Kansas to create a new future for herself, she then became embroiled in the ‘Bleeding Kansas’ events, she also met the leaders of the abolitionists and the pro-slavers.	There needs to be historical accuracy to the presentation, or else it has no purpose. A creative and fictional story can be used, but then it has no purpose in the classroom.
Authentic Settings	I used pictures from the 1800s in Kansas, that is the best I could do because I do not live in the Southwest.	It is important to hold true to the authentic settings as much as possible, to give students a cohesive idea of the times they’re learning about.
Characters portrayed in a realistic manner	Aside from using pictures of Col. Pate and John Brown, I had people portrait them. The people who portrayed the characters used accents and	In order to keep students involved, the sample had to be relevant and realistic. Keeping the characters authentic and true to history was

	language relevant to the time period and location.	critical in the story.
Some characters may be actual people from history, but the stories are fictional	John Brown and Col Pate were real people with real stories; Anastasia Quigley and Tharseille Thibideau were real names, but lived in fictional locations and had fictional lives	It is important to have serious events and characters, but the story (in general) has to be fictional for it to qualify a Historical Fiction!
Artistic mix of fiction and historical fact	I blended “Bleeding Kansas” and the Battle of Black Jack with Anastasia’s life in Kansas.	The settings and people, at most, are non-fictional. However, most of the main storyline is fiction. It provides a healthy balance of both fictional and non-fictional.
<b>CHARACTER</b> -- There are two meanings for the word character: 1) The person in a work of fiction. 2) The characteristics of a person	John Brown: Abolitionist leader in Kansas Col. Pate: Pro-Slavery Southern leader in Kansas Anastasia Quigley: Main character, settler from Boston to Kansas Tharseille Thibideau: Anastasia’s aunt in Boston, her death prompted Anastasia to leave Boston for a new future	It was important to choose large names in the content, very important people. I chose 2 very important people, to be offset by 2 fictional people. The characters are largely different and in Pate and Brown’s cases – polar opposites. It provides for an interesting movie.
<b>PLOT</b> -- The plot is how the author arranges events to develop his basic idea; It is the sequence of events in a story or play. The plot is a planned, logical series of events having a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting. There are five essential parts of plot:	Tharseille dies → Anastasia moves to Kansas → Meets Brown and Pate → Gets invited to be apart of the Battle of Black Jack → Battle happens → Anastasia leaves to go back to Kansas	Plot is central to any storyline. A story can be deemed amazing or boring based on the storyline and plot, alone. It is important to have a solid foundation, in the plot, before adding anything, like more fictional facts. If the plot is too blurred with untrue facts, the story loses its hold as Historical Fiction.
<b>CONFLICT</b> -- Conflict is essential to plot. Without conflict there is no plot. It is the opposition of forces	Abolitionists versus Pro-Slavery Kansas was opened as a neutral state and the Constitution that was passed would dictate if it	Conflict makes any movie a better one, especially if the conflict escalates. In my sample, I showcased a very old conflict; pro vs

which ties one incident to another and makes the plot move. Conflict is not merely limited to open arguments, rather it is any form of opposition that faces the main character. Within a short story there may be only one central struggle, or there may be one dominant struggle with many minor ones.	was a free or slave state, this prompted people from both side of the argument to rush Kansas to get the majority of the votes.	anti slavery. It is a commonly known conflict, so people can relate to it, and it was well represented, so neither of the sides was “jipped” a shot at the truth.
Climax - The strongest part of the story, where the conflict builds up to the emotional peak.	The Battle of Blackjack!! Anastasia meets the people leading the Battle and the leaders of the parties in the argument, gets invited, and later the battle unfolds and is explained.	The Battle of Blackjack was the climax in this story, because the conflict needed one large event to begin the decreasing action in the story. That was a relevant, interesting, and true event that marked “Bleeding Kansas”.
Resolution - Where the conflict is resolved.	The Battle’s outcome → Abolitionist victory and Anastasia finishing her story and leaving for Boston → Anti-Slavery Constitution	The resolution from the climax and subsequent conflict is solved through an anti-slavery win and the anti-slavery constitution. It is important to show the outcome of the climax to get students to understand the content.
<b>SETTING</b> -- The time and location in which a story takes place is called the setting. For some stories the setting is very important, while for others it is not. There are several aspects of a story's setting to consider when examining how setting contributes to a story (some, or all, may be present in a story):	June 2, 1856 – Kansas and Boston, MA	Date and location are very integral to history, in that without a date and location, history cannot be studied. The date and location were chosen to reflect both sides of the conflict. I wanted someone who wanted to move from the North to the South. I also wanted to give an outsider’s perspective on the subject, “Bleeding Kansas”.

<p><b>POINT OF VIEW</b></p> <p>Point of view, or p.o.v., is defined as the angle from which the story is told.</p>	<p>The story is being told from Anastasia Quiglet's perspective, it is in first person POV.</p>	<p>It was important to show my story through the eyes of someone not of the culture, it shows more critical thinking and analyzation of the event. First person POV is very powerful, especially when used in an emotional situation.</p>
<p><b>THEME</b> -- The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature. The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony.</p>	<p>Aggressive conflict is the central theme. There is conflict between Pate and Brown. Pate and Brown's conflict is centered around values on slavery and culture.</p>	<p>A central theme to this time period as well as to this story, was conflict. It is important to analyze common themes in a time period to understand the events going on.</p>